

# RE

## THE FOXTON CURRICULUM



**Foxton**  
Primary School

**2024/25**



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*Tolerance isn't about not having beliefs. It's about how your beliefs lead you to treat people who disagree with you.*  
– Timothy Keller

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**At Foxtton Primary School, we are knowledgeable about world religions and respectful of those of all faiths and those of none.**



## **Our Religious Education Curriculum**

Our Religious Education (RE) curriculum is a cornerstone of the Foxtton Curriculum, fostering knowledge and understanding of the diverse religions and beliefs that shape our society. Recognizing the importance of RE, we provide a distinct, rigorous, and challenging curriculum that builds on students' existing knowledge from Reception through Key Stage 2. This approach ensures a clear progression of learning, with carefully selected and sequenced content that helps students navigate a complex and diverse world without oversimplifying religious traditions.

Our RE curriculum is designed to provoke challenging questions about life's ultimate meaning, beliefs about God, self, and reality, as well as moral and

ethical issues. This engagement not only enriches students' knowledge about world religions but also contributes to their personal development and well-being, promoting the British Values of mutual respect and tolerance in our diverse community. The principal aim is to explore beliefs and their impact on lives, equipping pupils with the skills needed to handle questions raised by religion and belief and reflect on their own ideas and ways of living.

We follow the Leicestershire Agreed Syllabus, supplemented by RE Today – Understanding Christianity. Our core knowledge progression documents for Christianity, Hinduism, Islam, and Judaism ensure that lessons build on previous knowledge and skills, fitting into a broader educational context. Starting from Fox Cubs, children learn about Christianity and other faiths as part of their growing sense of self and community. As they progress through Class 1 and further up the school, their understanding expands to include Christians, Jews, Muslims, and Hindus, with the consideration of other religions and non-religious worldviews as appropriate.

To deliver the syllabus effectively, we allocate a minimum of five percent of curriculum time to RE, based on national guidance:

- Foundation Stage: 36 hours per year
- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year

Our teaching methods are ambitious, ensuring that students develop substantive knowledge, ways of knowing, and personal knowledge. We provide opportunities for continuous review and building on prior learning, progressively increasing curriculum complexity. Assessment methods focus on understanding and knowledge expansion rather than simple recall. Our teachers are well-equipped with the necessary subject and pedagogical knowledge, and we ensure effective use of allocated RE teaching time, minimizing gaps between lessons for continuity.

Parents have the right to withdraw their child from all or part of RE. For discussions regarding this, they can arrange a meeting with Mr. Norman via the School Office.

## Cycle A Overview

|          | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|----------|---|---|--|--|---|--|
| Fox Cubs | F4 Being special: where do we belong?   | F2 Why is Christmas special for Christians?             | F1 Why is the word 'God' so important to Christians?             | F3 Why is Easter special to Christians?                                    | F5 What places are special and why?                     | F6 What times/stories are special and why?                                     |
| Class 1  | 1.10 What does it mean to belong to a faith community?  | 1.1 What do Christians believe God is like?             | 1.7 Who is Jewish and how do they live?                          |  | 1.2 Who do Christians say made the world?               | 1.9 How should we care for the world and for others, and why does it matter?   |
| Class 2  | L2.1 What do Christians learn from the Creation story?<br><br>L2.2 What is it like for someone to follow God? |   | L2.9 How do festivals and worship show what matters to a Muslim? | L2.10 How do festivals and family life show what matters to Jewish people? | L2.4 What kind of world did Jesus want?                 | L2.12 How and why do people try to make the world a better place? (C, M/J, NR) |
| Class 3  | U2.1 What does it mean if Christians believe God is holy and loving?  | U2.8 What does it mean to be a Muslim in Britain today? | U2.3 Why do Christians believe Jesus was the Messiah?            | U2.9 Why is the Torah so important to Jewish people?                       | U2.4 Christians and how to live: 'What would Jesus do?' | U2.10 What matters most to Humanists and Christians? (C, M/J, NR)              |

## Cycle B Overview

|          | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|----------|--|--|--|---|---|---|
| Fox Cubs | F4 Being special: where do we belong?                              | F2 Why is Christmas special for Christians?                  | F1 Why is the word 'God' so important to Christians? | F3 Why is Easter special to Christians?                       | F5 What places are special and why?                                     | F6 What times/stories are special and why?                                  |
| Class 1  | 1.6 Who is a Muslim and how do they live?                          | 1.3 Why does Christmas matter to Christians?                 | 1.6 Who is a Muslim and how do they live? Part 2.    | 1.5 Why does Easter matter to Christians?                     | 1.4 What is the 'good news' Christians believe Jesus brings?            | 1.8 What makes some places sacred to believers?                             |
| Class 2  | L2.3 What is the 'Trinity' and why is it important for Christians? | L2.7 What do Hindus believe God is like?                     | L2.8 What does it mean to be Hindu in Britain today? | L2.5 Why do Christians call the day Jesus died 'Good Friday'? | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? | L2.11 How and why do people mark the significant events of life? (C, H, NR) |
| Class 3  | U2.2 Creation and science: conflicting or complementary?           | U2.11 Why do some people believe in God and some people not? | U2.7 Why do Hindus want to be good?                  | U2.5 What do Christians believe Jesus did to 'save' people?   | U2.6 For Christians, what kind of king is Jesus?                        | U2.12 How does faith help people when life gets hard?                       |

## **Knowing more and remembering more**

RE lessons always start with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning, when appropriate, as well as relevant units taught previously. Work is recorded in each child's topic book. Through our responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Additional support and challenge is provided as required. Children record their work for RE in the back of their topic book which evidences their progress.

## **A Global Curriculum**

RE at Foxton forms an important part of our global curriculum. Not only does it promote the spiritual, moral, cultural and social development of pupils and society, but it also provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored – both in the UK community and beyond. Underpinned by our school and British values, our curriculum also connects with various Global Goals including gender equality, reduced inequalities as well as peace, justice and strong institutions.